

LOCAL PROGRAM ASSESSMENT GUIDE FOR ARIZONA CAREER AND TECHNICAL EDUCATION



This is the second edition of the Local Program Assessment Guide and may be subject to future revisions.

LOCAL PROGRAM ASSESSMENT GUIDE FOR ARIZONA CAREER AND TECHNICAL EDUCATION

PERFORMANCE PILLARS

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LOCAL PROGRAM ASSESSMENT GUIDE FOR ARIZONA CAREER AND TECHNICAL EDUCATION

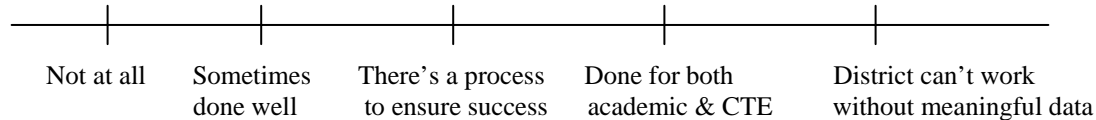
Program Assessment, Information and Analysis

Item 1. Effective selection and use of data to support program goals

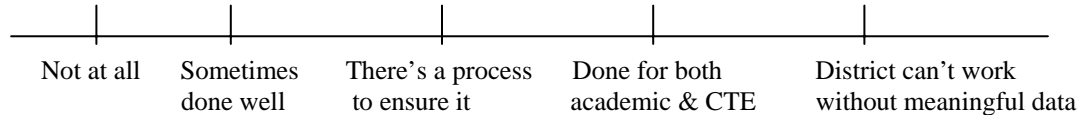
Guiding Questions

Comments

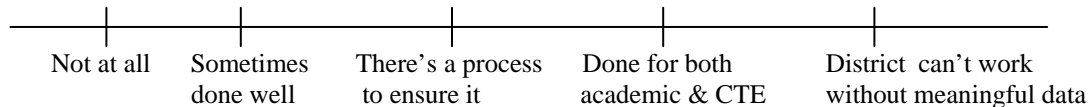
1. To what extent do we analyze data (i.e. needs assessment, performance measures, employer survey, student survey) to extract meaningful information that we can use to improve programs?



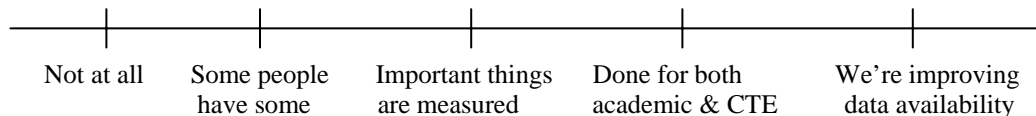
2. To what extent do we analyze cost data (i.e. ratio of cost per outcome) to determine if this program is of sufficient size and scope? Note: Some programs, by their nature, are more expensive to operate than others.



3. To what extent do we analyze our processes and capacity for quick and effective data analysis?



4. To what extent is data collected for a wide enough range of indicators so that everyone has the information that they need to improve?



This document can be found at: <http://www.ade.state.az.us/cte/API/LPAG.pdf>



Sample Page

Assessment

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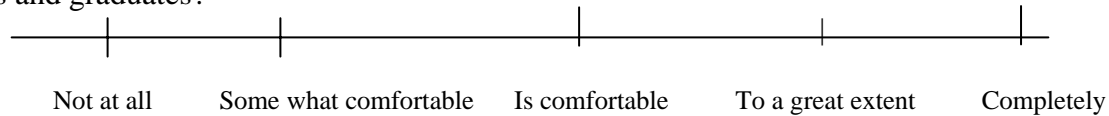
Program Assessment, Information and Analysis

Item 2. Using student assessment and program evaluation data to continuously improve curriculum, and instruction

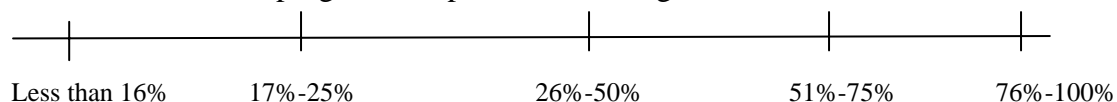
Guiding Questions

Comments

1. To what extent has the evaluation team been trained to review and use the information on the performance of students and graduates?

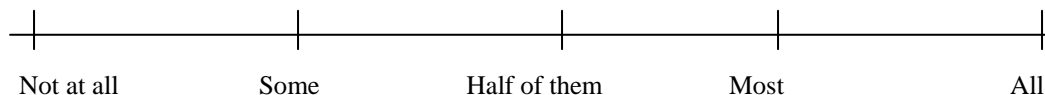


2. To what extent is the number of program completers increasing?



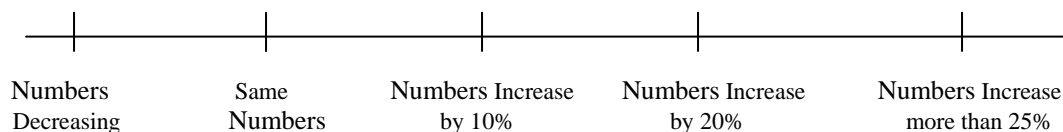
Optional:

3. To what extent are program graduates surveyed to determine their satisfaction with the program?



GUIDING QUESTIONS TO BE APPLIED END OF 2005-06 SCHOOL YEAR

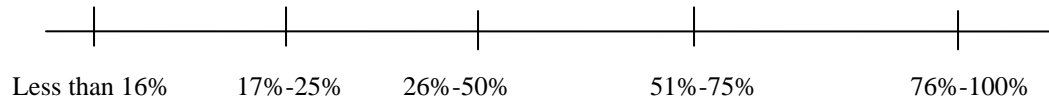
1. To what extent is the number of program concentrators increasing?



2. To what extent is the proportion of your concentrators from your CTE enrollment increasing?



3. To what extent is the proportion of concentrators who are completing the CTE program increasing?



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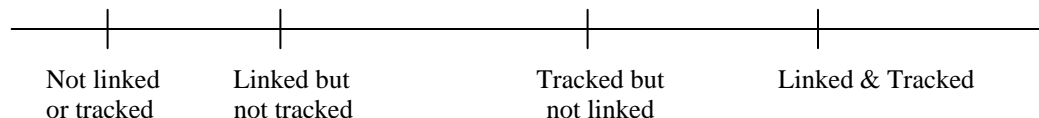
Program Assessment, Information and Analysis

Item 3. Program uses a variety of program assessment strategies

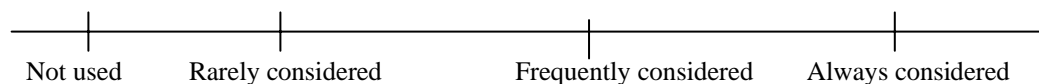
Guiding Questions

Comments

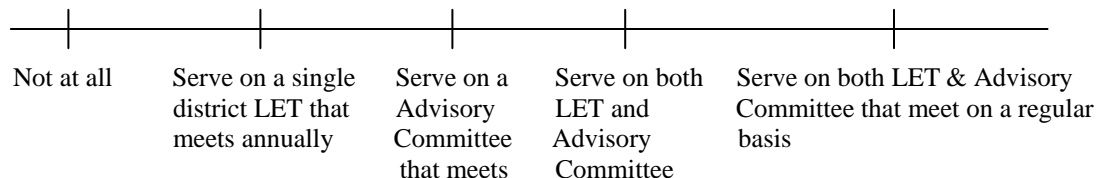
1. To what extent are program assessments explicitly linked to State Academic and CTE standards, and to what extent is student mastery of these standards tracked?



2. To what extent are the results from these academic and vocational assessments used to change instructional practices, course content/approach, or organization priorities?



3. To what extent are parents, businesspersons, community members/alumni, and students involved in the Local Evaluation Team (LET) program assessment process?

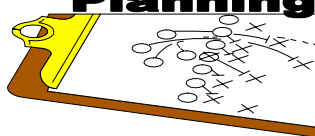


LOCAL PROGRAM ASSESSMENT GUIDE FOR ARIZONA CAREER AND TECHNICAL EDUCATION

Strategic Planning	Item 1. Planning: <ul style="list-style-type: none"> • Puts plans into action • Focuses on alignment in key learning strategies and measurements
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Guiding Questions	Comments
<p>1. To what extent have local program stakeholders been identified?</p> <p> _____ Not at all Somewhat To a great extent Completely </p> <p>2. To what extent do local educators, employers and business/industry workers collaboratively plan programs?</p> <p> _____ Not at all Somewhat To a great extent Completely </p> <p>3. To what extent have the new technologies and/or standards been identified to respond to program stakeholder needs?</p> <p> _____ Not at all Sometimes There's a process in place For academic & CTE areas Can't plan without it </p> <p>4. To what extent does the budgeting process allocate resources for accomplishing the strategic plan (such as capital expenditures and training)?</p> <p> _____ Not at all Sometimes done well There's a process for ensuring it For both academic & CTE areas Can't budget without it </p> <p>5. To what extent do district patrons embrace our major quality goals?</p> <p> _____ They do not know People know them People use them routinely For both academic & CTE Can't work here w/out being able to live them </p>	

Strategic Planning



LOCAL PROGRAM ASSESSMENT GUIDE FOR ARIZONA CAREER AND TECHNICAL EDUCATION

Strategic Planning	Item 1. Planning: (continued) <ul style="list-style-type: none"> • Puts plans into action • Focuses on alignment in key learning strategies and achievement
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Guiding Questions

Comments

<p>6. To what extent do we know the tasks to be completed in the next 1-3 years to accomplish those goals.</p> <div style="text-align: center; margin-top: 20px;"> <p style="font-size: small; margin: 5px 0;"> There's an unused document Many people know We determine tasks regularly For both academic & CTE areas Can't work here w/out knowing them </p> </div> <p style="margin-top: 20px;">7. To what extent is the strategic plan used by program stakeholders make decisions.</p> <div style="text-align: center; margin-top: 20px;"> <p style="font-size: small; margin: 5px 0;"> Plan is on file but no one uses it Plan is on file and a few people use it Plan is given to program stakeholders and at least half of them use it Plan is a resource regularly used by most program stakeholders </p> </div>	
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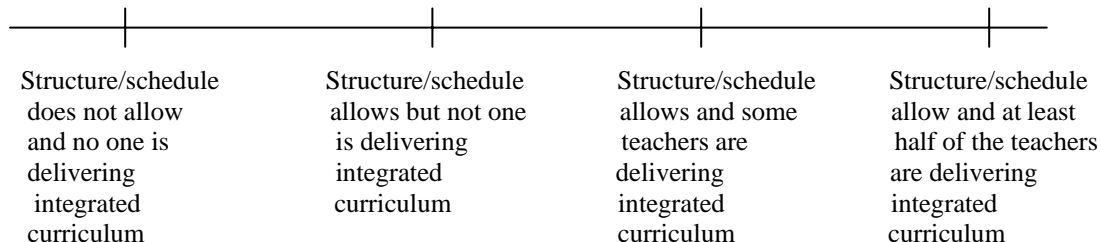
Staff Development

Item 1. Staff development emphasizes student learning, achievement and performance

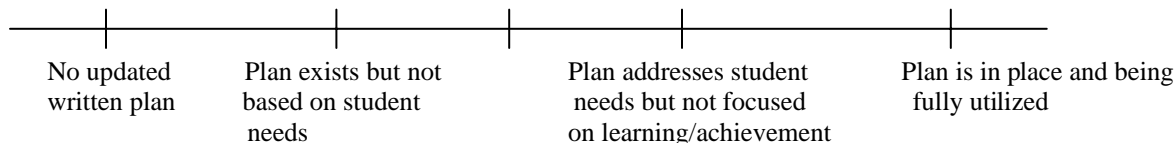
Guiding Questions

Comments

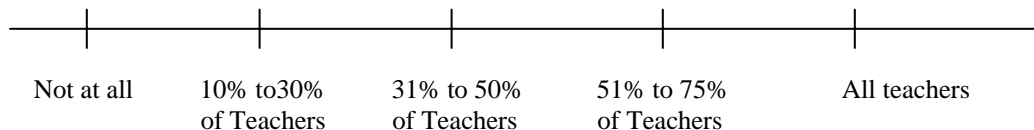
1. To what extent does the organizational structure and schedule enable academic and CTE teachers to engage in joint instructional planning and teaching.



2. To what extent does the program have a written staff development plan, adjusted annually, based on data, that is clearly and directly related to improving student learning/achievement?



3. To what extent do staff members participate in other work/service activities (i.e., internships, industry employment), which enhance their capacities to make their disciplines relevant to students and increase student learning?



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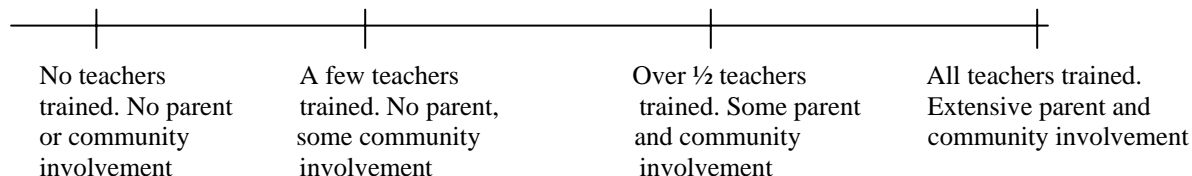
Staff Development

Item 1. Staff development emphasizes student learning, achievement and performance (continued)

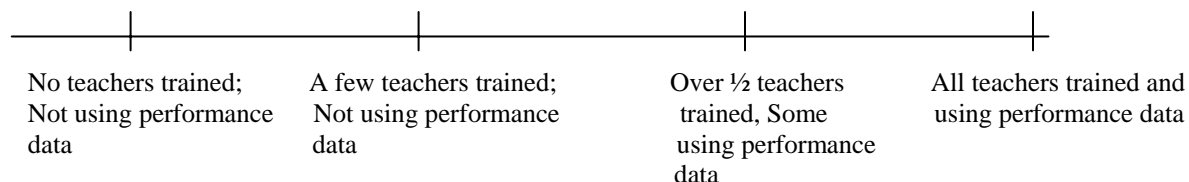
Guiding Questions

Comments

4. To what extent are teachers prepared to involve the community in educational experiences and connects the school and the world?

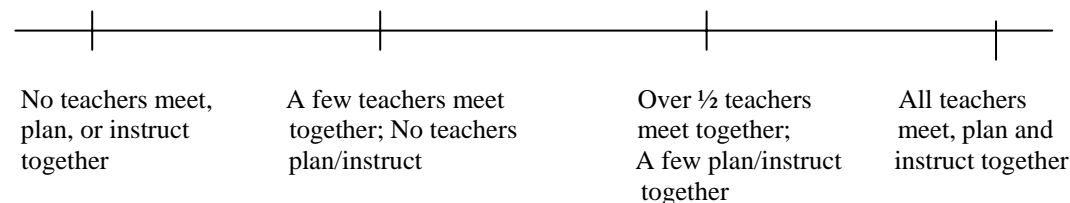


5. To what extent have teachers been trained to use a variety of assessments that are linked to standards: including the use of rubrics to measure performance and using performance data to improve programs?



Optional:

6. To what extent are academic and CTE teachers familiar with the content and goals of courses taught by each other and meet together as teams to plan and revise their curriculum and instruction?



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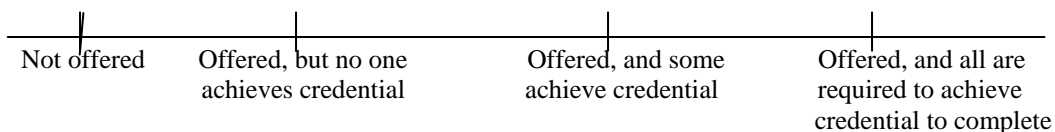
Contextual and Experiential Learning

Item 1. Students will have access to an articulated program that results in an industry recognized credential and employment in a career pathway.

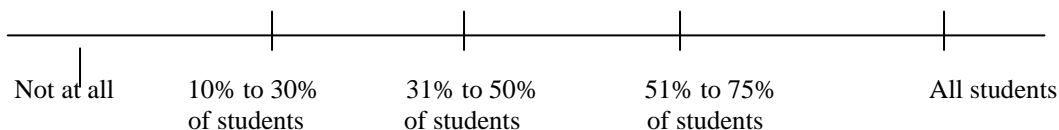
Guiding Questions

Comments

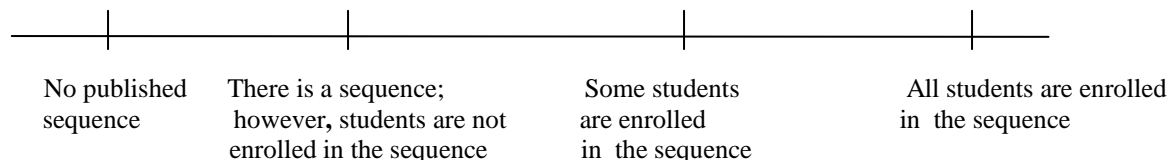
1. To what extent do students have the opportunity to achieve an industry-recognized credential?



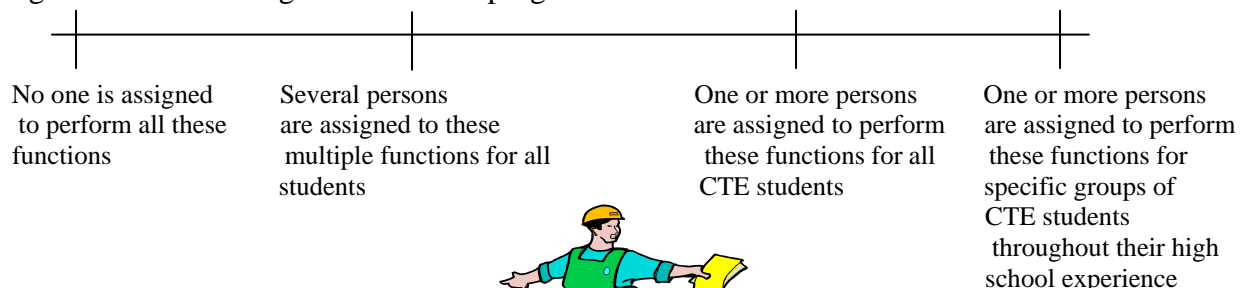
2. To what extent do students experience all aspects of the industry/ or industry sector, including: planning, management, finances, technical and production skills, labor and community issues, health and safety issues and environmental issues.



3. To what extent is a program sequence of instruction being followed for student enrollment?



4. To what extent are students assigned a guidance counselor, who is responsible for the student's scheduling and welfare throughout the entire program?



Contextual Learning

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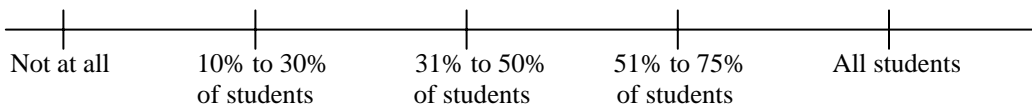
Contextual and Experiential Learning

Item 2. Students learn about postsecondary opportunities through experience

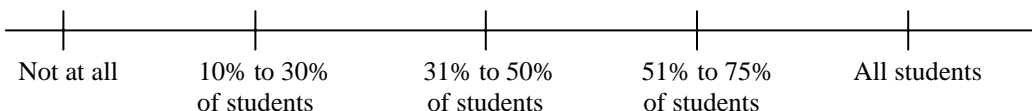
Guiding Questions

Comments

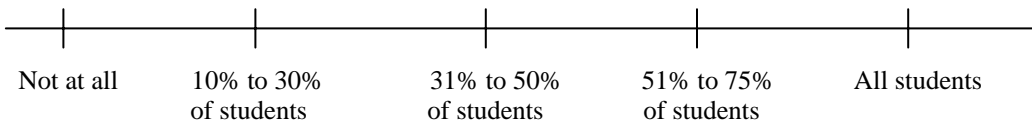
1. To what extent do students have career exploratory experiences, i.e. job shadowing, informational interviewing, tours/field trips, and/or internships in interest areas, etc?



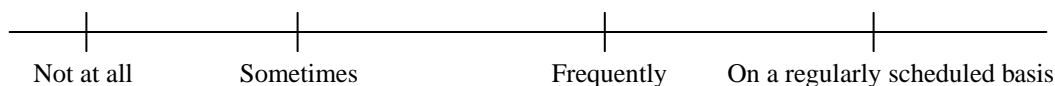
2. To what extent do students participate in a significant work-based learning experience (minimum 20 hrs of participation) such as: community service, internships, school based enterprise, work experience, Summer Youth Employment Programs, etc?



3. To what extent do students have a portfolio or personal plan they create/revise at least annually?



4. To what extent do employers and community members actively provide students with opportunities to apply their academic learning in “real life” situations?



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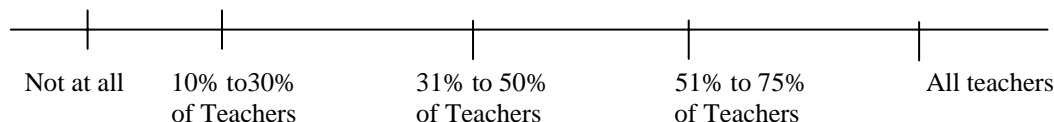
Rigorous CTE and Academic Studies

Item 1. Program instruction addresses relevant academic skills in relationship to state standards

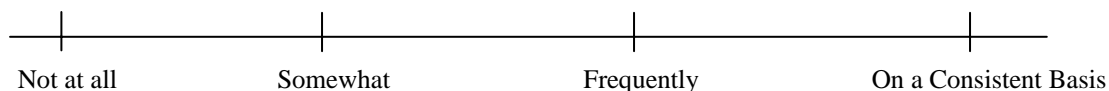
Guiding Questions

Comments

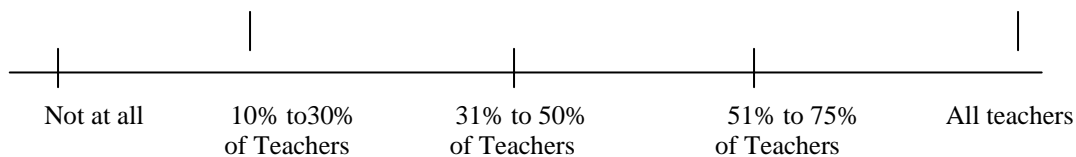
1. To what extent are CTE teachers emphasizing academic instruction by revising existing courses or developing new courses?



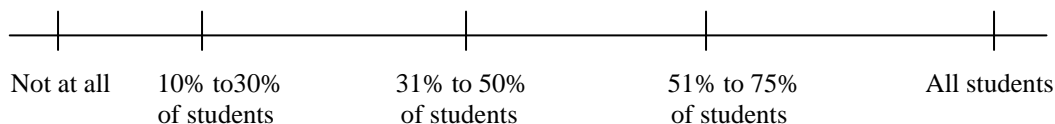
2. To what extent are CTE teachers supported with special materials and staff development assistance needed to increase their emphasis on academic skills?



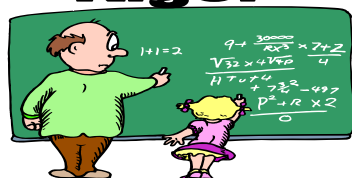
3. To what extent do the district's CTE teachers who teach the same courses use the same written expectations (syllabus) and assessments for students?



4. To what extent do students in VTE courses complete assignments that require them to demonstrate relevant academic skills and to solve problems through projects?



Academic Rigor



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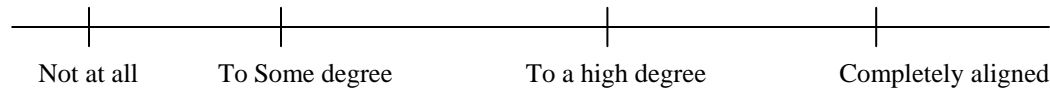
Rigorous CTE and Academic Studies

Item 2. Program instruction addresses the relevant industry standards in relation to CTE state competencies

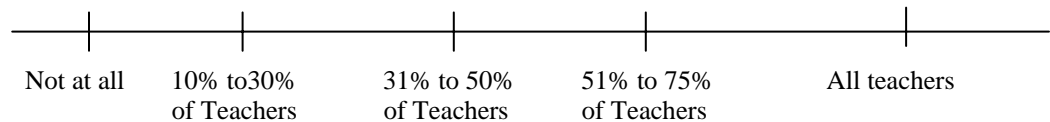
Guiding Questions

Comments

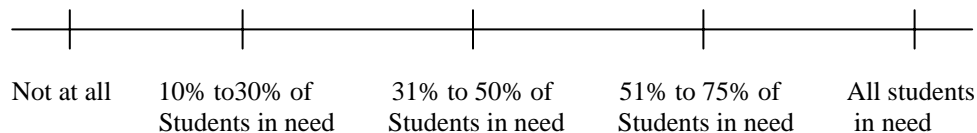
1. To what extent does the program articulate secondary and postsecondary technical and academic subjects (e.g. Tech Prep, dual enrollment, etc.)?



2. To what extent do teachers use a variety of “real-life” applications to meet students’ differing learning styles?



3. To what extent do students, who receive extra help, succeed in completing challenging CTE curricula (e.g., tutoring, student study groups, support courses, etc.)?



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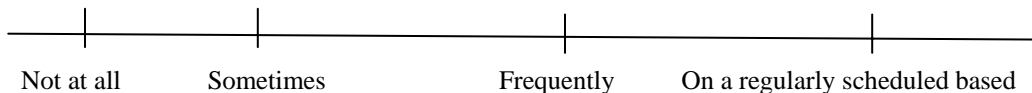
Rigorous CTE and Academic Studies

Item 3. Program activities focus on student learning and achievement practices and continually review and improve

Guiding Questions

Comments

1. To what extent do staff members meet to review student outcomes, to formulate/revise outcomes and implement improvement strategies?



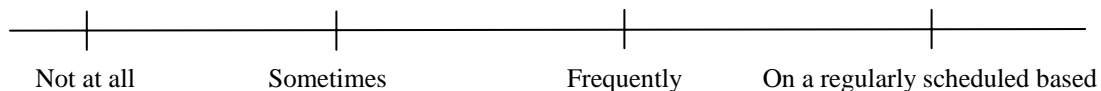
Rigorous CTE and Academic Studies

Item 4. Set values and expectations that promote student success

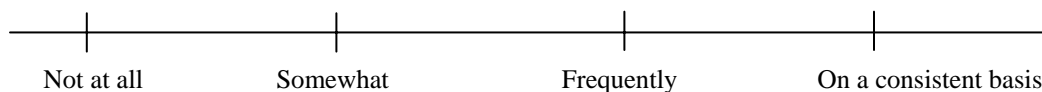
Guiding Questions

Comments

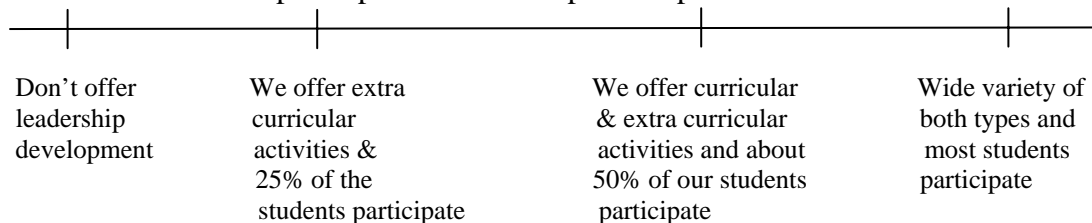
1. To what extent are academic and CTE teachers, administrators and counselors working to develop rigorous, coherent programs for all students?



2. To what extent are students held accountable for meeting industry performance expectations?



3. To what extent do students participate in leadership development activities?



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